

SREB

Early Childhood Commission

Joan Lord

Vice President

Education Data, Policy
Research and Programs



The Women's Network
Early Childhood Bipartisan Solutions
Lexington, Kentucky
December 5, 2015

It is my conviction that the South presents right now the nation's No. 1 economic problem.



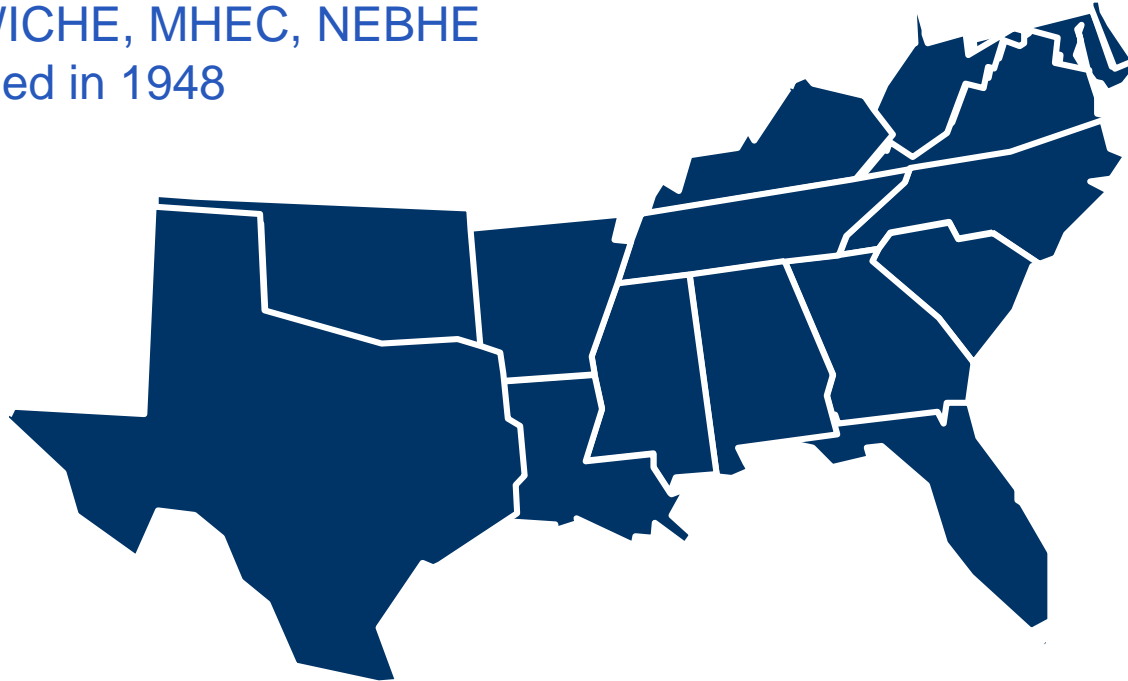
President Franklin D. Roosevelt

Conference on Economic Conditions of the South

July 4, 1938

SREB States

- ❖ Oldest of four education compacts in the nation
 - ❖ WICHE, MHEC, NEBHE
- ❖ Founded in 1948



Recognizing the vital link between education and economic vitality

Maintaining a focus on critical issues that promise to improve quality of life by advancing education

Serving kindergarten through graduate education

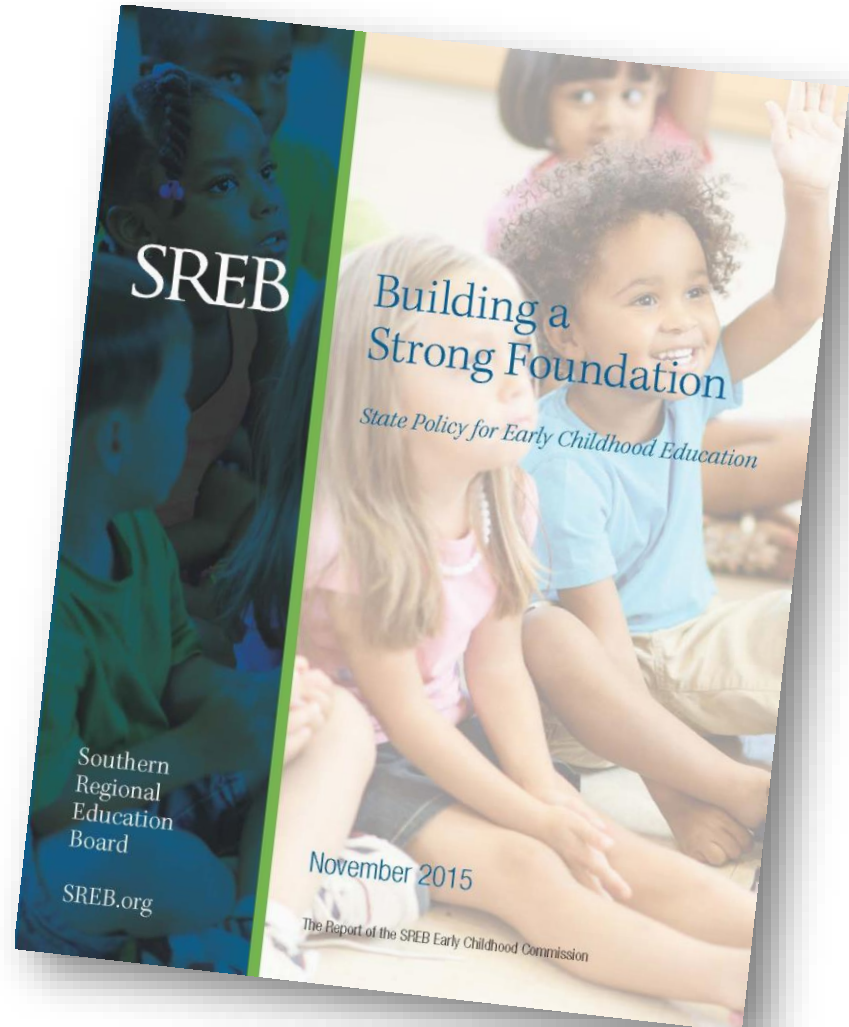
Key Themes

- **Raising achievement**
- **Easing transitions and ensuring readiness**
- **Closing achievement gaps**

SREB's Early Childhood Commission 2014-2015



**Chaired by
Governor Steve Beshear
of Kentucky**



Key SREB Commission Report:

What
Research
says on
fade-out



**Confronting the
Fade-Out Debate:
Children Flourish
and Gains Do
Last in High
Quality Pre-K
Programs**

Fading of Gains



Fading of Gains



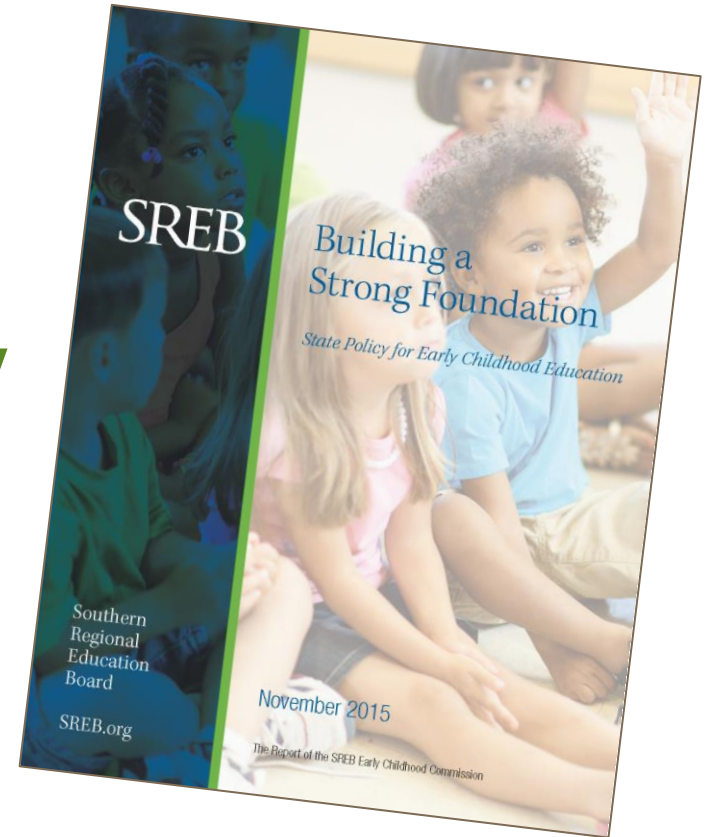
Fading of Gains



Commission Considerations

Five Key Issues

- Program Quality
- Teacher Quality
- Accountability
- Access
- Governance



**Early
Childhood
Commission**

What research says on fade out

- Recent research on brain development has transformed what practitioners believe is necessary in pre-K



Pre-K Benefits: The Facts on Fade-out

As policymakers adopt policies for pre-K programs, they want to know that the programs are effective. Do the gains last? Here's what we know.

Pre-K yields short-term academic gains.

After one year, children who participated in pre-K showed substantial gains compared with children who did not.

Pre-K participants gained about **one-third of a year of additional learning** over their peers who did not attend. This gain is equivalent to one-third of the achievement gap between children from low-income families and their peers. These findings are based on 100+ studies over several decades.

The benefit of preschool at school entry is equal to moving a child from **significantly below par to average** — from the 30th to the 50th percentile on achievement tests — based on studies over the last 25 years.

Pre-K programs designed on current research about child development and program quality yield even greater initial results — in some cases doubling the academic benefits.

Pre-K yields long-term academic gains, too.

While the results of studies show that academic benefits may diminish somewhat over time — few studies show they fade away completely.

On average, the gap in results between pre-K participants and nonparticipants diminished by half from kindergarten to the later early grades. Still, pre-K participants performed better than their peers in later grades in nearly all studies.

K-3 academic programs are often poorly aligned with pre-K. The repeat of pre-K curriculum content in kindergarten does not encourage each child to move ahead when ready.

Many early grades **teachers spend less time** with children who attended pre-K, studies show, as they catch up other students. Researchers also cite a *spillover effect* as former pre-K children help catch up their peers who didn't attend pre-K.

Benefits of pre-K can be sustained long term if children move from high quality pre-K to well-aligned kindergarten and early-grades programs, as recent research recommends.

Pre-K also yields substantial nonacademic benefits.

Pre-K provides positive social, emotional, physical and behavioral benefits on a child's long-term success in school and life, especially for children from low-income families.

Pre-K improves the **level of education completed, graduation rates and earnings; it reduces the incidence of crime and teen pregnancy**. Studies also document long-term health benefits.

Research shows pre-K children are less likely to need **special education** and be **retained** (fail a grade) in school. The savings from these benefits, some believe, are sufficient to fund a sizable portion of the cost of the program.

These gains have been documented in model programs dating back decades, and they have also been shown in current state-funded pre-K programs and Head Start.

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Larger Gains for
Children in Poverty?

Yes

Yes

Yes

Yes

and Pianta, 3-4, 2013

by SREB staff
information.

Fading of Gains



Convergence

Catch-up



What research says on fade out

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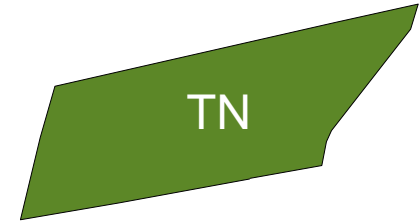
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by SREB staff information.

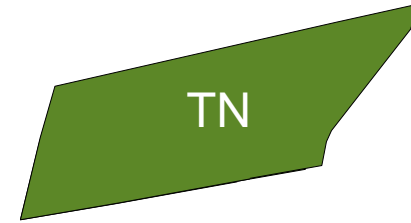
TN-Pre-K Program, Vanderbilt Study, 2015



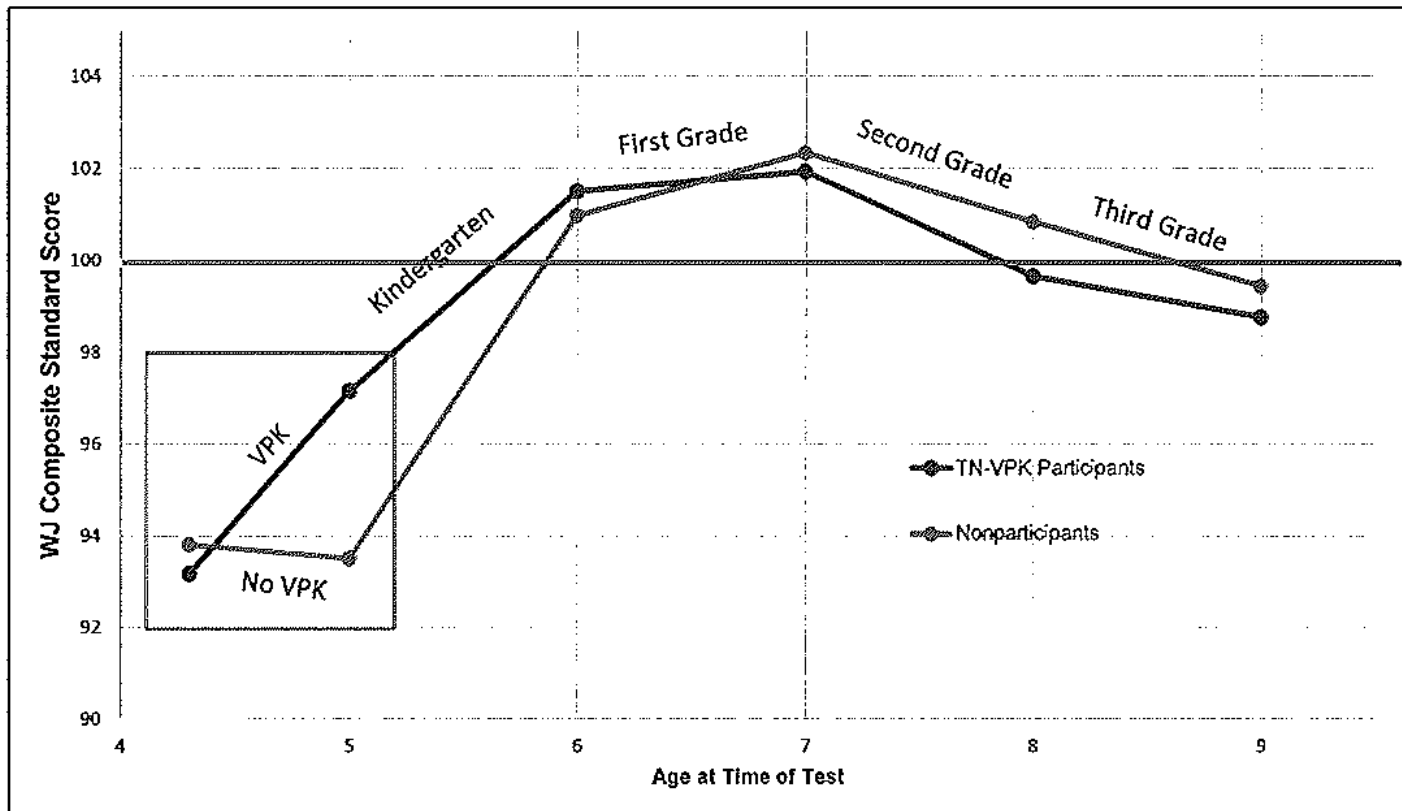
TN-VPK children showed gains over peers not enrolled

- in math and literacy achievement at the end of pre- K
- in teacher ratings on behavior at the beginning of K.
- *But the **gains faded** by first grade and into second grade.*
- *They were **less likely** to be held back in kindergarten, but this advantage did not continue.*
- *They were **more likely** to receive special education placements.*

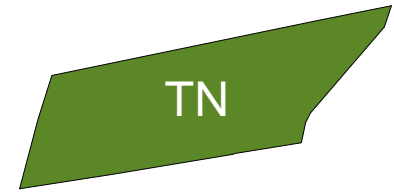
TN-Pre-K Program, Vanderbilt Study, 2015



Overall Achievement Advantage Is Not Sustained



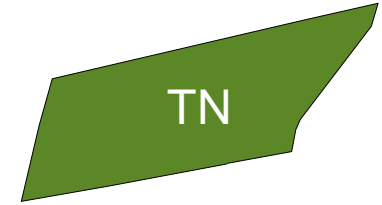
TN-Pre-K Program, Vanderbilt Study, 2015



So what happened?

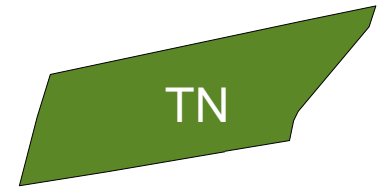
- *The comparison group included children who enrolled in Head Start and other pre-K programs.*
- *Analysts have questioned whether the TN-VPK was sufficiently aligned with K-Grade 3 to sustain gains.*
- *TN-VPK appears to have grown too fast for quality control.*

TN-Pre-K Program, Vanderbilt Study, 2015

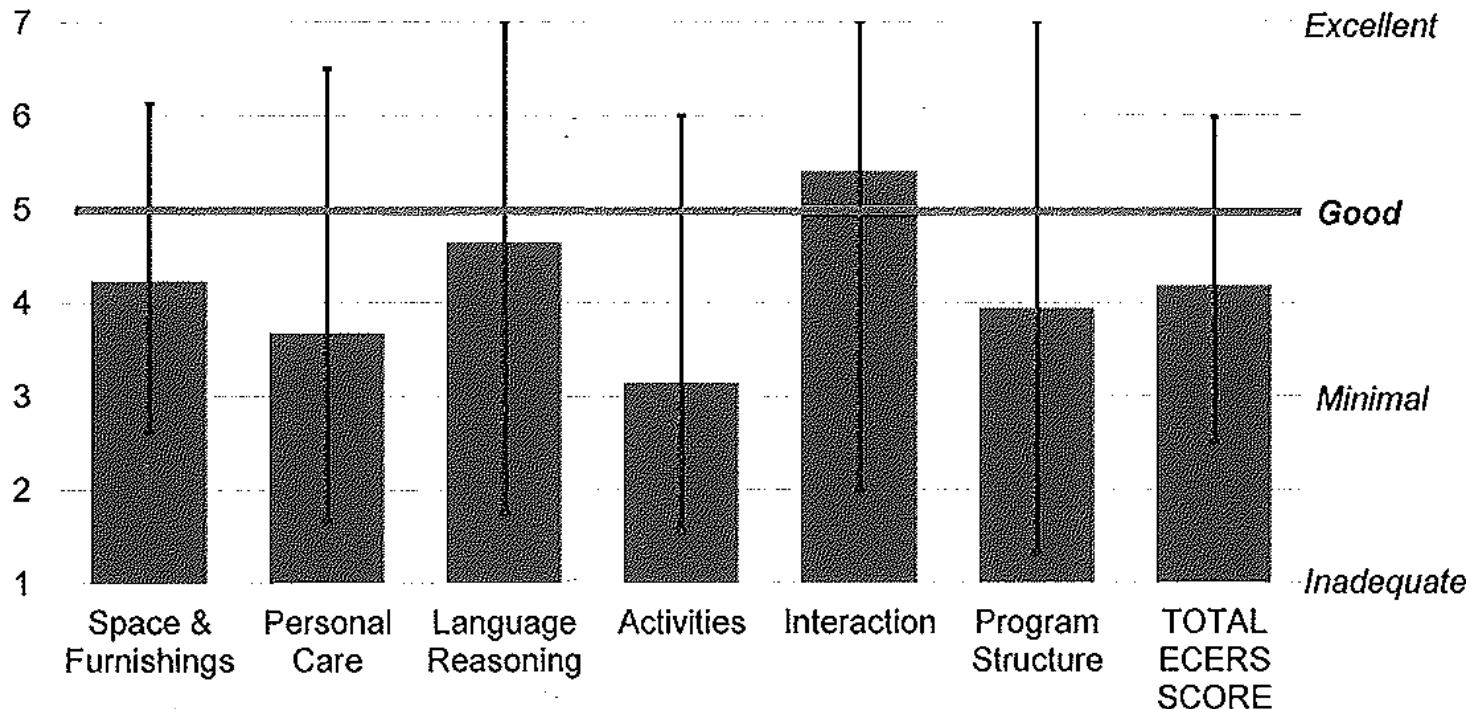


*The cohorts studies were run just after the state expanded the program with statewide grants to districts – doubling the program from
9,000 students in 2005-2006 to
18,000 students in 2007-2008.*

TN-Pre-K Program, Vanderbilt Study, 2015



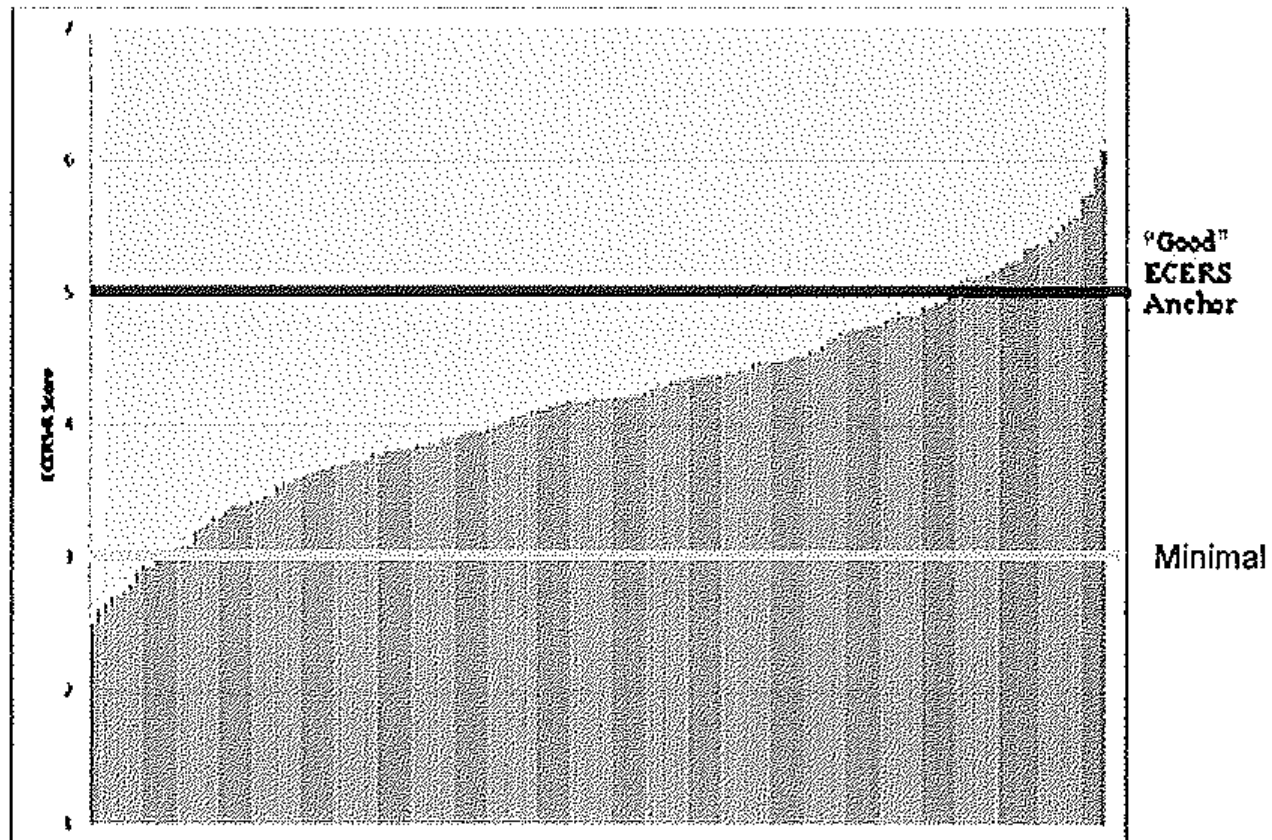
Early Childhood Environment Rating Scale (ECERS) Scores



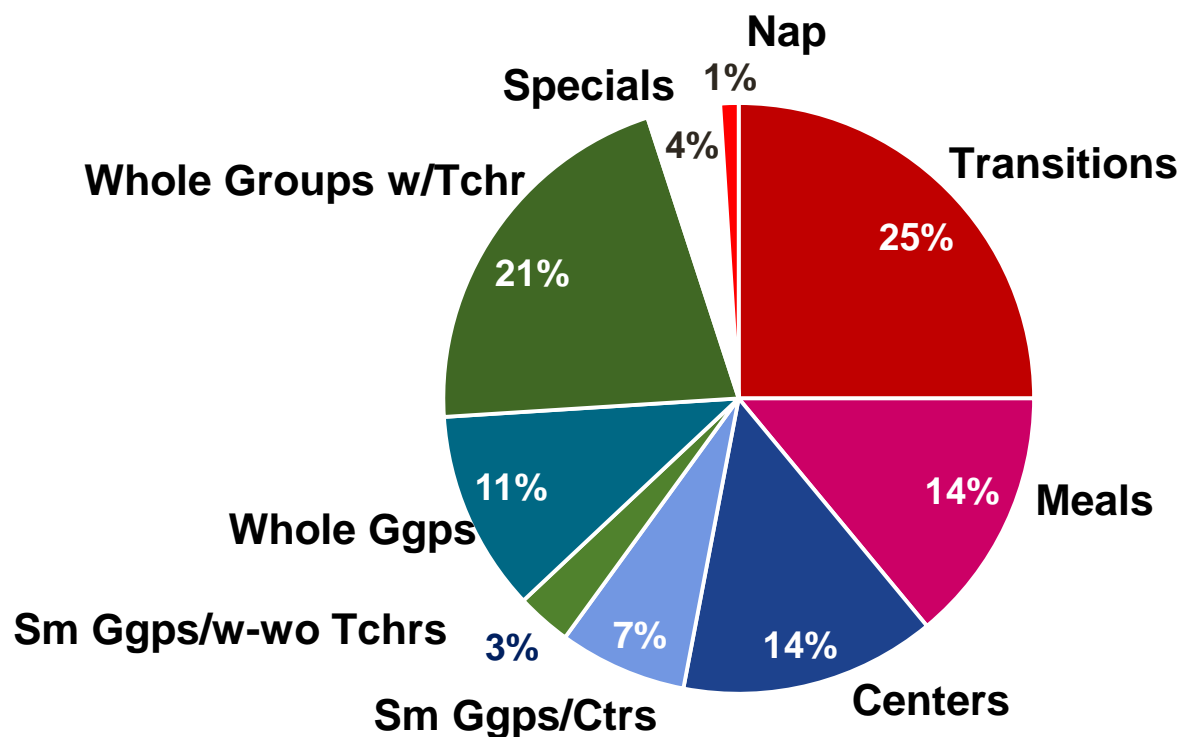
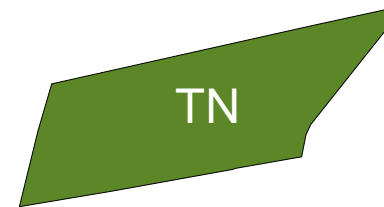
TN-Pre-K Program, Vanderbilt Study, 2015

TN

Variability in ECERS Total Scores



TN-Pre-K Program, Vanderbilt Study, 2015



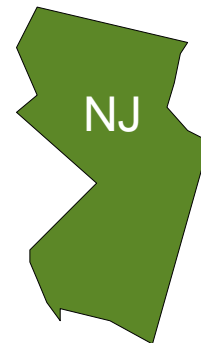
***Confronting the Fade-Out Debate:
Children Flourish and Gains Do Last **in High Quality Pre-K
Programs*****

New Jersey's Abbott Preschool

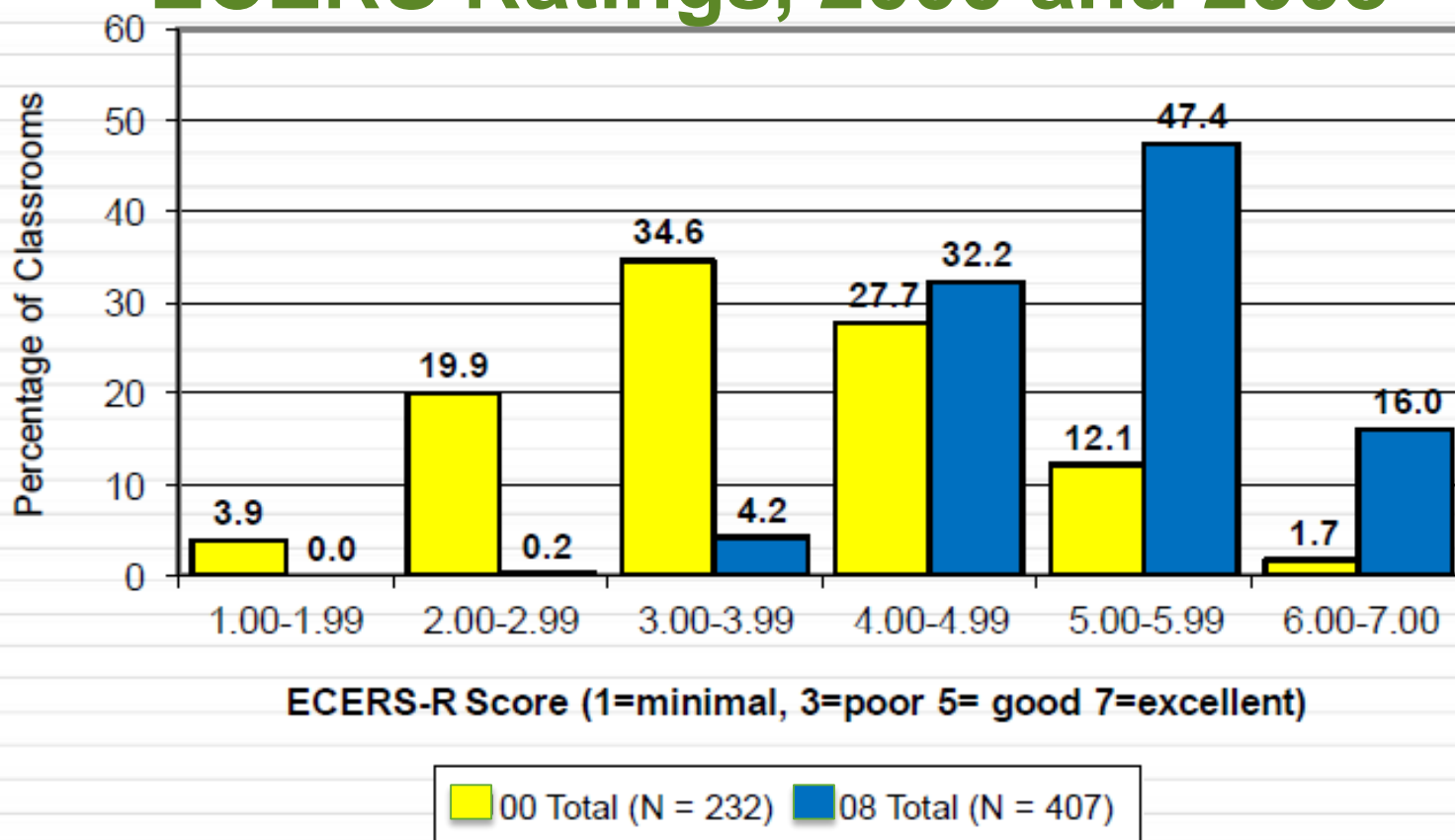


- **Emphasis on Process Quality**
 - Preschool reflects elementary school reforms
 - School quality emphasized with ECERS-r scores
- **Emphasis on Teacher Quality**
 - Teacher assessment implemented
 - Improvement through coaching from master teachers
 - P-3 teaching credential required for all lead teachers
 - Public ed pre-K teachers with BA earn the same as K-12 teachers with BA
- **Access**
 - Subsidies for at-risk children for extended-day, extended-year services
 - Full-day K; pre-K for 3- and 4-year olds in high poverty areas; support for “First School” initiative for K through grade 3 children at risk
- **Alignment**
 - Standards birth to grade 3, including dual language approach
 - Continuous improvement model – applied both to students and teachers.

New Jersey's Emphasis on Quality Public and Private



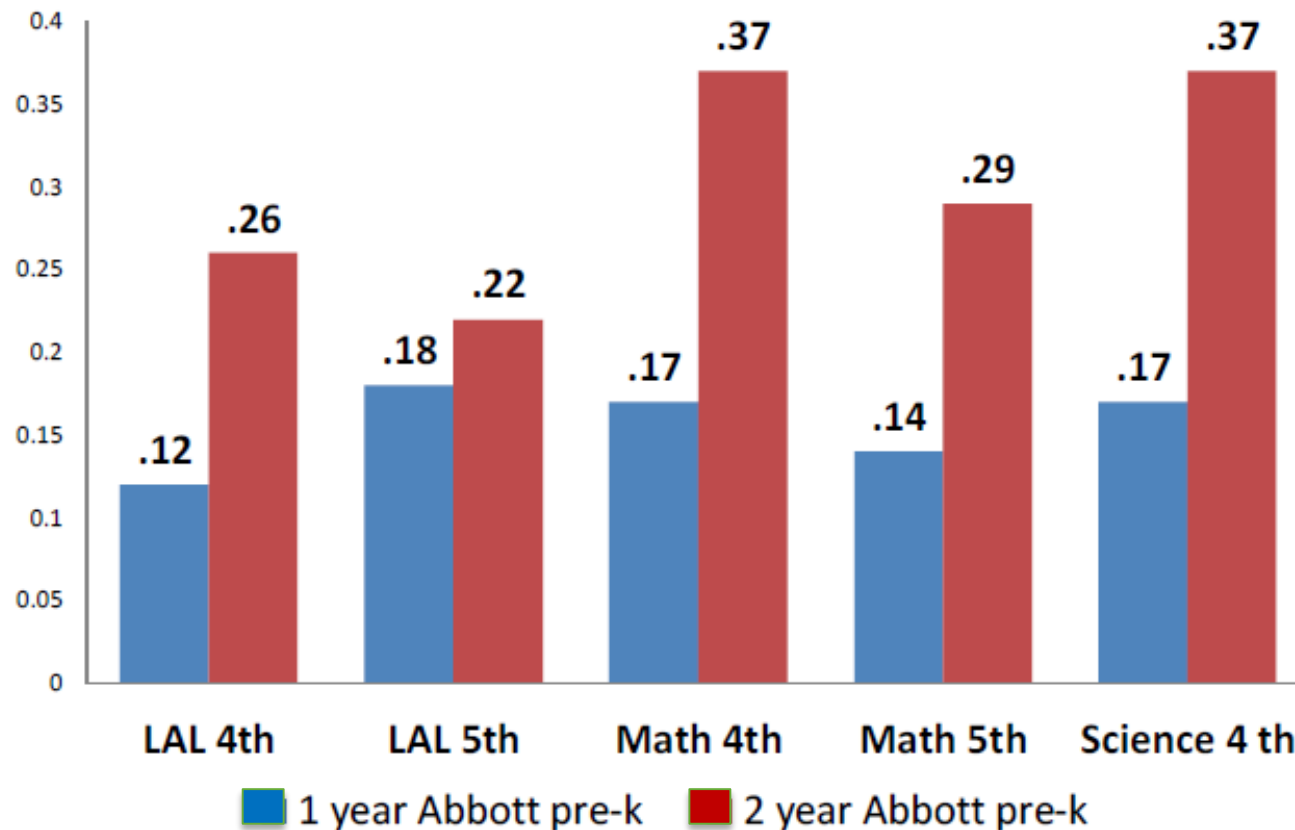
ECERS Ratings, 2000 and 2008



New Jersey Pre-K Outcomes



Pre-K Abbott Effects on NJASK in Years of Participation



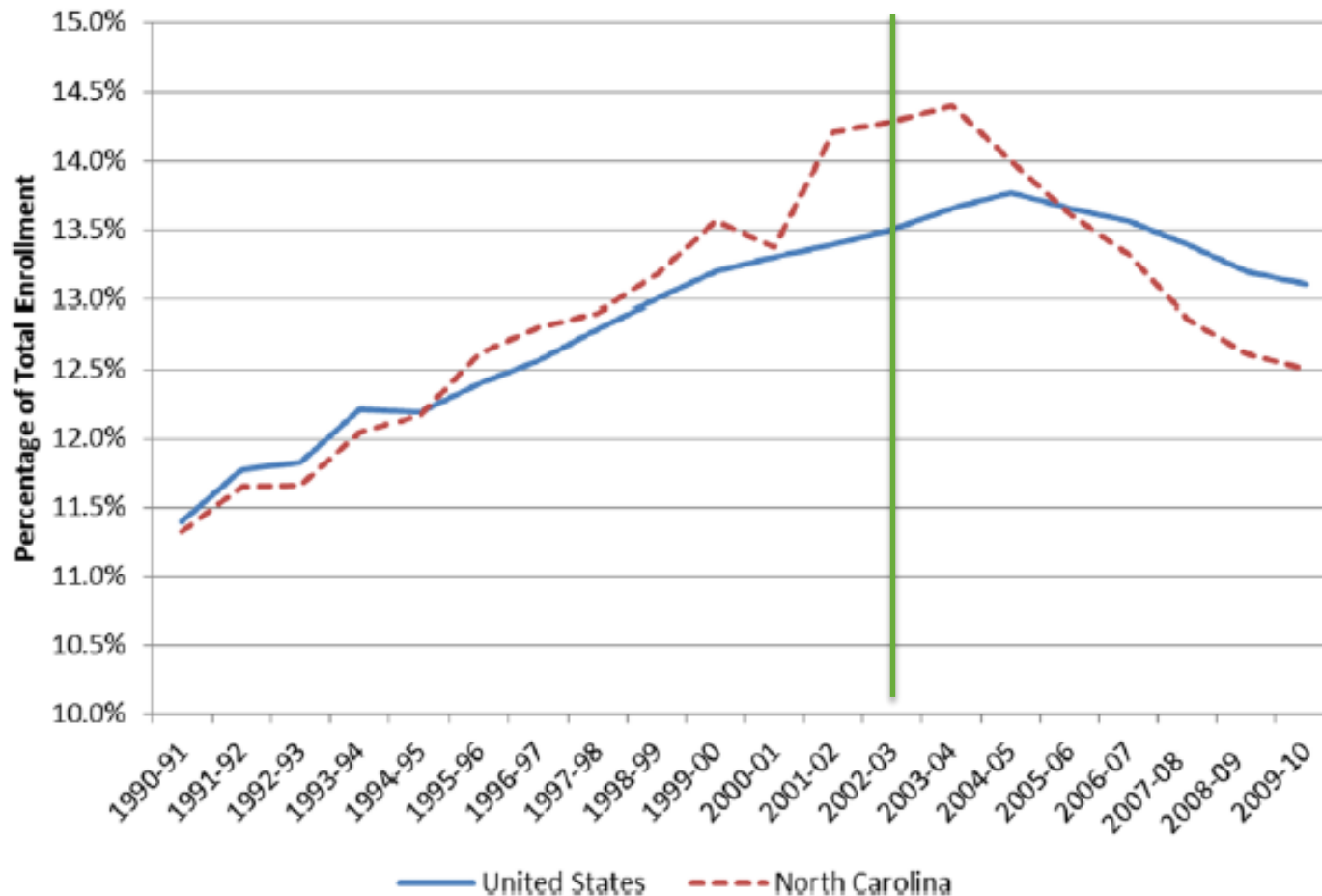
North Carolina's More at Four (NC Pre-K)



- **Emphasis on Process Quality**
 - National leader in NIEER benchmarks
 - National leader in statewide QRIS system
 - Continuous evaluation
- **Emphasis on Teacher Quality**
 - BA required
 - Birth through K credentials required
- **Alignment**
 - P-3 office; supports “First School” initiative for K through third grade children at risk
 - NC’s early learning standards, spanning birth to age 5, aligned with K-3 standards
 - The Office of Early Learning -- developing an aligned system of formative assessments

NC Pre-K Outcomes

Number of individuals served under IDEA
As percentage of total enrollment: ages 3 to 21



Kentucky leads ...



Kentucky leads in quality rating systems

Kentucky has systematically pushed for improvement in the quality of its early childhood education and care programs. Since convening the Task Force on Early Childhood and Education in 2009, Governor Beshear has been committed to expanding the state's QRIS, Kentucky ALL STARS, throughout the early childhood system. In 2009, Kentucky passed House Bill 234, which required all publically funded early education and care programs to participate in STARS. Mandatory participation will help programs continuously improve in quality and help families choose high-quality programs.

Go to
www.sreb.org.

- Drag your cursor over “SREB Programs” in the top menu.
- Select “Early Childhood” from the drop-down list.

or

Go to
www.sreb.org/earlychildhood

The screenshot shows the SREB (Southern Regional Education Board) website. The header features the SREB logo and the tagline "Southern Regional Education Board" and "Helping States Improve Education Since 1948". Navigation links include "About SREB", "SREB Programs", "Quick Links for: Policymakers", "Educators", "Parents & Students", and a search bar. The "SREB Programs" dropdown menu is open, showing various categories like "Advanced Career", "College and Career Readiness", "College Completion, Affordability", "Benchmarking Readiness Standards", "College and Career Counseling", "CTE Commission", "Doctoral Scholars", "Education Data", "Early Childhood" (which is highlighted), "Members", "Critical Early Learning", "Educational Technology", "Educator Effectiveness", "Go Alliance", "High Schools That Work", "Legislative Action", "Literacy Math Design Collaborative", "Making Middle Grades Work", "NRCCTE", "Nursing Education", "Policy Analysis", "School Leadership", "Readiness Courses", "Student Access Programs", and "Technology Centers That Work". The "Early Childhood" page is displayed, featuring a section titled "Early Childhood Education" with the subtitle "Every child deserves a good start in life and in school." Below this is a graphic of stacked blocks in green, yellow, red, and blue. The text describes the SREB Early Childhood Commission's mission to convene leaders from 18 states to recommend policies for young children's solid start in school. It mentions that the commission's focus is on access to high-quality programs and the importance of highly skilled teachers. A quote from Kentucky Governor Steve Beshear is included, stating that "Every child deserves a good start in life and in school." The page also lists commission members, including Robert C. Planta and Debi Mathias, and mentions presentations to the commission, such as "Elevating the Capacity of Classroom Experiences for Promoting Students' Learning and Development" by Robert C. Planta and "Improving Educational and Economic Achievement With Targeted Early Childhood Education" by Craig T. Ramey. A "Recommended Reading" section on the right lists various reports and publications, including "Confronting the Fade-Out Debate: Children Flourish and Gains Do Last in High-Quality Pre-K Programs", "Early Childhood Commission Glossary", "Pre-K Benefits: The Facts on Fade-out", "Press release: Early Childhood Commission Focuses on Quality Programs, Teaching", "Early Learning: Program Quality in Early Childhood Education", "SREB Annotated Bibliography, 2014", "Early Learning: Birth to Third Grade Continuum", "SREB Annotated Bibliography, 2014", "Early Learning: Return on Investment", "SREB Annotated Bibliography, 2014", "Beyond Subprime Learning: Accelerating Progress in Early Education", "New America Education Policy Program, 2014", "Early Learning: The New Fact Base and Cost Sustainability", "Jim Minervino, Ready On Day One, and Robert Planta, University of Virginia 2013", "Initiatives from Preschool to Third Grade: A Policymakers Guide", "Education Commission of the States, 2014", and "SREB Challenge to Lead 2020 Goals for Education 2012". A "FOR INFORMATION, CONTACT:" section at the bottom right provides contact information for Mark Embilidge, Vice President, Special Projects, at 404-875-9211. The footer contains copyright information for 1999-2015 Southern Regional Education Board and links to Terms and Conditions, Site Map, Contact SREB, and SREB Privacy Policy.

SREB

Early Childhood Commission



Discussion